Volunteer Training Manual:

Seniors CAN

Written By:

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Dear Future Instructor:

The success of the Seniors CAN program is based on you. The Seniors CAN program can be a life changing experience. You are an important part of this effort, and the experience and knowledge that you bring to class are crucial in getting students involved and keeping them involved.

The University of Nevada Cooperative Extension is committed to ensuring that you have the support you need to instruct the Seniors CAN program. Consequently, much thought has been given to the training effort for you, the instructor. As you go through the training, if you find that some of your instructional needs are not being met, please contact us at 257-5588. We want to continuously improve our training efforts.

Sincerely,

Claudia C. Collins, Ph.D.
Associate Professor
University of Nevada Cooperative Extension

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PROGRAM DESCRIPTION AND TARGET AUDIENCE

The "Seniors CAN" program is a community-based educational program for adults 55 years of age and older, designed to enhance mental acuity, self-efficacy and wellness, thus improving quality of life. The lifelong learning model demonstrates the crucial role of continued education to maintain mental acuity and restore or enhance self-esteem that leads to improved health and successful aging. Using lifelong learning theory as the conceptual framework, the curriculum includes fifteen lessons: four on nutrition; four on personal safety; two on food safety; two finance related; two on general health; and one lesson on productivity.

The interactive educational process utilizes teaching techniques found to be most effective in enhancing cognitive function for older adults. This reflects a strong connection between research-based theory and actual practice. For example, each student is asked to identify one piece of information from the lesson that they will incorporate into their life that week. At the next lesson they report what worked, what didn't work and the creative ways they handled the challenge -- thus accomplishing peer education from true "life experts." By incorporating educational materials into their everyday lives and having the process validated in a supportive environment of other lifelong learners, abstract concepts become a concrete part of their reality.

The interactive aspect of the program emphasizes providing information that the students report that they need. A major goal is to listen to the questions that the older adult students actually ask not present answers to the questions they should have asked. This is an important distinction. Educators can get caught in the lecture mode with the implication that "I have the information, they should know this." Perhaps they should. However, if information is not seen as directly related to the older learner's everyday life, the message could be lost.

How is the program delivered?

Participants meet for fifteen lessons in senior centers and other congregate sites to discuss information on this wide variety of topics to enhance their knowledge base, cognitive skills and their ability to maintain independence. Thus far, the program has been offered at once a week sessions. This allows time for students to process information and try the new ideas as they are introduced. Class scheduling can be adjusted to meet particular needs: two, three, or five times a week for a shorter period. However, this can seriously impact the ability

of participants to incorporate behavior changes into their lives and can reduce the impact of the program.

Education as a lifelong learning process can also be a wellness tool. One important aspect of promoting healthy aging is to correct misinformation about the aging process. First, mental acuity does not have to decline with age. Most who study aging reject the concept of generalized cognitive declines as we age and research has found that older persons can actually improve their cognitive skills. Because of cultural biases about declines in competence with age, one potential benefit of any wellness education program for older adults may be reassuring them about their ability to think for themselves. Objectively they may know it's true for them, but that self-knowledge should be reinforced. The Seniors CAN program is designed to raise their self-esteem, give them the tools to deal with conflicting information and reassure them that they can continue to rely upon themselves as vital, creative and active older adults.

Second, education or continual learning helps maintain mental acuity by improving mastery. Research has found a relationship between the social psychological resources of control, self-esteem, mastery, and health. Consistent findings demonstrate that a sense of control and positive self-evaluations are related to better health and lower levels of functional impairment. Increased mental activity can also improve sense of self-control and related feelings of competence that can improve chances for successful aging. Research also suggests that self-efficacy or a sense of mastery is related to fewer depressive symptoms.

The program also aims to improve participants' quality of life by decreasing loneliness and perceived stress. The ultimate objective is to facilitate maintenance of a healthy and active independent lifestyle.

How long has the program been in existence?

The research-based program was developed in 1998 and pilot-tested as an in-home program in Las Vegas in 1999. Later that year the program expanded to congregate site delivery in both urban and rural Nevada. It has been successfully taught by Cooperative Extension staff and by community volunteers. Seniors CAN was nationally peer reviewed and published in 2000. All handouts were translated into Spanish in 2002 and the entire curriculum was translated into Spanish in 2003. It is now available to state, municipal and private senior center organizations in both English and Spanish.

How many and what types of people has Seniors CAN served?

In the first five years, older adults attended more than 6,000 teaching hours. More than two hundred participants (n=207) completed the entire four-month program including pre- and post-testing. The audience reached included students from diverse ethnic backgrounds as well as seniors at all economic levels. The majority of program completers (69%) were Caucasian, 12% were Latino/Hispanic, 11% were African American, 6% were Asian American and 2% Native American. The program is now being offered in Spanish, taught by bilingual volunteer instructors. All program related materials are available in Spanish.

Seniors CAN also reaches a wide spectrum of economic groups. The majority of program completers (65%) live on less than $20,000 per year with 34% under $9,999. At the same time, six percent have incomes that exceed $50,000 per year. The mean age is 73.9 years (SD= 8.38).

<center>**Seniors CAN - PROGRAM GOALS**</center>

GOAL 1: Educate older adults to facilitate independence.

The program objective is to help older adults maintain independent living, improve mastery, decrease loneliness and enhance their quality of life. Research shows that these can be major factors in successful aging.

The curriculum includes information relating to issues identified as important in the Department of Health and Human Services' *Healthy People 2000*. Program participants receive information designed to assist them to make good personal and health-related decisions.

GOAL 2: Create interaction conducive to the formation of an interdependent social support network.

A growing body of research demonstrates the positive role of social networks in health outcomes. This component is facilitated by: the 16-week length of the program; the inclusion of participants' experiences to incorporate the material presented; and the establishment of a mutually trustworthy place for dialogue. Post-testing of the Seniors CAN Program participants has demonstrated a statistically significant decrease in loneliness.

Seniors CAN - INSTRUCTORS' TRAINING SESSIONS
AND ONGOING SUPPORT

The *Seniors CAN* training program is divided into five sections:

Training Session: An introduction to the Seniors CAN program which discusses the program, the curriculum, and training on how to maximize the learning experience. Program materials will also be discussed. The meeting runs approximately two hours.

Practice teaching a sample class: At this session, new instructors are given the opportunity to teach a ten-minute segment of a class. The presenter, other students and the UNCE instructor analyze what works and what doesn't work. Suggestions to increase success would are also offered. The session could possibly be videotaped.

Attending a class session given by another instructor: After attending the training session, students are given the opportunity to attend a class or classes conducted by a UNCE instructor or another volunteer instructor.

Meeting with the instructor after the above session: After attending the training session, students can discuss questions or issues gained from the class by meeting with the UNCE instructor or volunteer instructor.

Attendance of the UNCE instructor at your classes: In most cases, the UNCE instructor will help with in/out-processing paperwork, teach a portion of your first class, provide materials, and be available for the remainder of the program for support. The UNCE instructor will also provide input on class instruction and make suggestions to improve the learning process.

ONGOING SUPPORT

Lesson Reports: Instructors who complete the template for lesson reporting will be provided with interactive support and evaluation by the UNCE instructor.

Questions in Class: Contact the UNCE instructor who will provide resources to assist in answering these questions.

Administrative Issues: Before Your First *Seniors CAN* Class:

1. **Scheduling the *Seniors CAN* Program Sessions and Site Selection**
2. **Recruiting Participants and Promoting the *Seniors CAN* Program**
3. **Class Registration**
4. **Class Size**
5. **Contacting Pre-Registered Students**
6. **Your Questions**

1. Scheduling the Seniors CAN program sessions and site selection.

Program scheduling can be affected by the time of year the class is being taught, the special needs of a student population, and/or the length of time available to teach the class. This includes the individual class session time, i.e. whether it runs one or two hours and the entire program schedule (16 weeks is suggested).

Factors that will *positively* impact attendance:

1. Scheduling the series of weekly sessions before or after other classes that active/independent seniors might also attend, like a congregate meal or exercise class at a senior center.
2. Most successful class days have proven to be Tuesday, Wednesday, or Thursday.
3. Best starting times are mid morning (10 a.m.) or early afternoon (1 or 1:30 p.m.)

Factors that will *negatively* impact attendance:

1. Cancelled class, i.e. if scheduled for Wednesday, make sure the room and facility are available for that day and time for the entire 16 weeks. *Caution* Monday classes are usually avoided because so many holidays fall on Monday.
2. Changing the day of the week for one or more classes. Seniors have busy active lives with many other activities and doctor appointments that are scheduled months in advance. If a class is scheduled for Tuesday, a change will impact their schedule and can make them miss class.
3. Late starting time will make them question the teacher's competence and control.

2. Recruiting Participants and Promoting the Seniors CAN Program

Recruiting for Seniors CAN classes can be accomplished by several methods:

1. *Newsletter.* The program can be promoted through a newsletter published by a senior organization or housing complex.
2. *Group meeting announcement*. This can be done at any social event or meeting such as an annual Christmas party, monthly social, or by visiting various exercise or other activity/craft classes.

3. *Promotional flyer.* This can be posted on the bulletin board in a senior center or any place where older adults gather.
4. *Personal recruitment*. Many times senior center staff, resident service coordinators, or volunteer instructors know many potential students and can contact them directly.

Any written material to advertise Seniors CAN should list the class location, dates, and time. Promotional material should also include a sample of the class topics and some pertinent examples of information they will learn, i.e. one simple technique to prevent colds, ways to avoid hospitalization, etc. The information should stress that class size is limited and pre-registration is required. Always include a contact name and phone number for registration or for questions about the program.

The UNCE Seniors CAN office has a number of suggested formats for recruiting students. Some sample flyers and information for newsletter articles can be found on pages 11 and 12. Others can be obtained by calling the UNCE office at (702) 257-5588.

3. Class Registration

Older adults who are interested in attending a Seniors CAN Program series can register several ways:

1. Sign-up sheet which requires their name and phone number
2. Registration form to complete and submit
3. A telephone number to call to register for the program and/or ask any questions

The information should stress that class size is limited and pre-registration is required.

4. Class Size

While some Seniors CAN sessions have had as few as eight people or as many as forty people, the recommended maximum number of participants is twenty. Learning in the program and making wellness-related life changes is based upon being able to share life experiences. This becomes difficult in groups larger than 20 participants.

5. Contacting Pre-Registered Students

A day or two before the first Seniors CAN class, instructors should contact registered students by telephone. Remind them about the class, the location, and the start time. Reminder calls may also be helpful on the second or even third week. Instructors in the rural areas where access to phones may be more limited will want to mail out a post card one week before these sessions as a reminder.

Once the program is underway, it is helpful to contact those students who miss a class. This has two purposes: to check on their well-being and to determine whether they plan to continue the program. Phone calls may also need to be placed should a weekly class be missed because of a holiday or other situation.

10. Have Questions?

Call **Dr. Claudia Collins** at **(702) 257-5531**, or **Heidi Petermeier at (702) 257-5588** or go to the website at **www.unce.unr.edu/Southern/health/senior.html** . A vast amount of information is available to you on the site and there are links to other health and welfare programs.

Sample: Promotional Flyer

Seniors CAN

Tuesdays at 10:00 a.m.

September 10th – November 26th

West Flamingo Senior Center

Senior Wellness Series includes:

- The "secret" technique to avoid colds
- A simple way to get your name off telemarketing lists
- Low-cost eating and shopping
- Reducing your risks of being a crime victim
    Presented by a crime specialist from the Las Vegas Metropolitan Police Department

Come join these fun classes *and more* in a relaxed atmosphere!

All classes and materials are FREE
Class size is limited to 20

Call Heidi and reserve your space TODAY!

UNCE Seniors CAN Program   257-5588

Sample: Information for Newsletter Article

Seniors CAN Program Offered at Sunrise

Are you confused by all the conflicting information about how to maintain health and independence as we age? To help you answer many of your questions, the University of Nevada Cooperative Extension will be offering the Seniors CAN Program at the Sunrise Senior Friends office on Maryland Parkway beginning January 14th. You will learn:

- Easy tip to nearly eliminate colds (no cost and no medication)
- Secret that can prevent the 1 in 3 chance for hospitalization for everyone over age 65
- The most important information on a food label
  (NOT calories, fat grams, sodium or sugar)
- How to get off telemarketing lists.

Teaching staff from the University of Nevada will present information on a variety of wellness-related topics in these fun classes presented in a relaxed atmosphere!

The series of Senior Wellness Classes runs sixteen weeks, and will be presented on Tuesday mornings, from 10 a.m. to 11:30 a.m. Pre-registration is required to participate in the entire program and receive the free materials. Class is limited to the first 20 who pre-register by phone.

Each person participating in the Seniors CAN Program will be taking part in a University study designed to improve the quality of life for older adults by bringing educational opportunities into community neighborhoods. **All classes and materials are free for registered participants.**

Sign up now! You can register and find out more by contacting Heidi at **257-5588.**

Facilitating the *Seniors CAN* Learning Experience

Issues to Consider in Facilitating the Learning Experience

1. Core Values for Success

To be a successful Seniors CAN instructor, it is critical to understand the established program goals, policies, requirements, and the flexibility of the Seniors CAN Program. These provide the vital foundation for developing a training environment and providing participant-centered learning. This philosophy and approach allow you to make sure the needs and expectations of participants are met while being in harmony with the University of Nevada Cooperative Extension's purpose and mission. To make this happen, the instructor must have a commitment to program outcomes and the ability to:

1. Determine the needs of participants and how they best process information.
2. Based on their unique educational needs, be flexible in understanding what you can do to facilitate their learning process.
3. Provide participants with the ability to process, apply, and expand the program information into their everyday lives.
4. Establish a learning environment of open and honest communication based upon respect and mutual understanding of the students' needs and goals.

In making these values come to life, keep in mind the **eight fundamental skills** that are essential to your success as a facilitator. They are:

1. Being an *Active Listener*[1] by keeping an open mind, striving to understand all questions and differences even from those participants that may appear to be difficult to communicate with.

2. Not agreeing or disagreeing with a participant but by getting information so as to make informed decisions about how to move the learning process ahead.

3. Sharing knowledge, skills and abilities that meet participants' needs to know in a productive and professional manner.

4. Respecting privacy and sensitivity of information discussed within the training environment so that participants do not feel uncomfortable about confidences shared as part of the sessions.

5. Respecting participants as individuals and treating their requests for information and questions with respect.

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[1] Use the Active Listening Activity that follows and the Active Listening Inventory to assist you.

6. Dealing with diversity within the training environment by understanding the diverse needs, backgrounds and experience levels represented within each group and accepting that in any environment there are diverse values, backgrounds, cultures, experiences and thoughts.

7. Keeping an open line of communication between you and participants and among participants themselves.

8. Diffusing emotions and feelings that may hinder the learning process by encouraging participants to ask focused questions and to use "I" not "You" statements such as: "I'm feeling (frustrated, confused, angry)."

Active Listening Activity

Directions: Read the situation below and use the space provided to write in your answer.

The Situation

       Imagine that you are teaching a class and have what might be called a difficult participant – the one who questions everything you do. At one point, after presenting the logic behind Food as a Preventive Medicine in the curriculum, the Difficult One interrupts by saying: "that's wrong" or "I totally disagree!" What Active listening techniques would you use to diffuse this situation and maintain control?

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✳ Tip: The person with the widest range of responses will control the situation, which means that an effective facilitator will be able to give participants options. If not, the situation could escalate resulting in a negative response.

2. Setting Up the Room

Planning is a vital component for the success of the Seniors CAN learning experience.

When determining the physical environment most appropriate for the class there are **four key questions** that should be answered:

1. What special requirements need to be secured ahead of time in order to make the curriculum come alive? For instance, will students need a table to take notes? What are the special requirements of the hand washing demonstration, the grocery store tour or food-sharing exercises?

2. How much movement and interaction will be included? For example, if you have twenty participants, you will need a larger table to facilitate class discussions.

3. Are there special needs to be considered for participants who are physically challenged with regard to hearing or sight? Could the room accommodate a wheelchair or a seeing-eye dog?

4. What is actual size of the training room? Students should feel comfortable but not crowded.

Room Design

Desirable Room Designs for *Seniors CAN*:

1. One large round or rectangular table Room Design

Grouping participants at one large round or rectangular table is the best format for the interactive nature of Seniors CAN. This allows for interaction and participation during the session. Also, the instructor is in the line of sight of all participants and can prevent sub-group conversations that disturb the group as a whole.
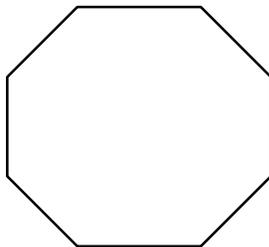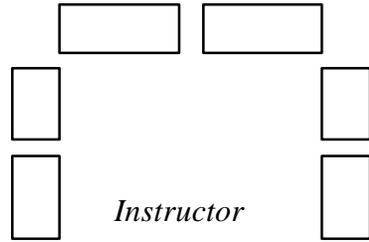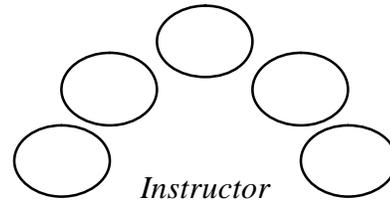

Instructor   *Instructor*

2. U-Shape Room Design

The U-Shape Room Set-up an alternative design preferred by Seniors CAN instructors, with tables grouped in a U-Shape that provides a clear path for visual presentation of information. While it provides a good staging area and visibility, it sometimes is not as flexible when it comes to participant interaction.

Preferred	**Less Preferred**

These separate tables can lead to sub-conversations.

Undesirable Room Designs for *Seniors CAN*:

3. Classroom-Style Room Design

This is similar to a traditional classroom setup with desks or long, thin rectangular tables that provide writing space for participants. This creates a symbolic separation between instructor and students and limits interaction.

4. Separate Tables-Least preferred by Seniors CAN

This breaks up the "wholeness" of the learning group. This room arrangement can lead to lack of attention and "sub-group" conversations. It is difficult to control and can be difficult to hear a person speak to the class if they are at another table.
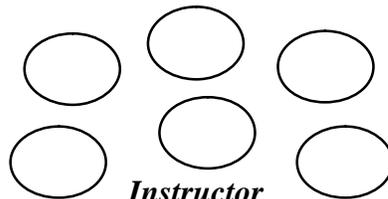
3. Rules to Enhance the Learning Experience

Rules set the tone for the learning experience and establish group norms that participants agree to. This makes the class more productive for everyone. The purpose is to list behaviors that everyone agrees to in order to improve the learning process.

Explain the importance of productive interaction where everyone is treated with respect to enhance their learning experience.

Ten Common Rules

1. Leave your ego at the door.
2. Respect others' opinions.
3. No side bar conversations.
4. Beeper and cell phones are to be turned off or on vibrate.
5. Allow time for questions.
6. There are no "dumb" questions or answers.
7. Stop and start on time with additional time after class for further questions.
8. Allow for group interaction and networking.
9. Encourage them to ask questions.
10. Allow processing time so that information may be absorbed.

    They will be asked each week to try something new from the lesson. Try to do this and have them report failures as well as successes. That's how we learn. Often they will come up with adaptations that are better ideas than our suggestions.

4. Classroom Presence: Creating a Learning Environment

A productive learning experience is one in which the focus is on achieving the primary goal of that lesson. It is important to understand that there are elements within any environment over which we have no control. Therefore, the focus must be on how to work "within" rather than against these elements by: fostering an attitude of team spirit, encouraging respect among participants, and getting their "buy-in" to abide by group decisions.

Six keys to maximizing learning opportunities:

1. Have a clear agenda with a clear timeline.

2. Keep activities on schedule.

3. Give clear instructions about activities and homework.

4. Begin and end class on time.

5. Encourage participation in a defined way that is manageable for you and the group.

6. Discourage side meetings/conversations by encouraging them to share with the entire group.

Learning Styles

Educational research has proven that an interactive training environment is essential for practical and retentive learning:

**WE REMEMBER
20 PERCENT OF WHAT WE READ
30 PERCENT OF WHAT WE HEAR
40 PERCENT OF WHAT WE SEE
50 PERCENT OF WHAT WE SAY
AND 90 PERCENT OF WHAT WE SEE, HEAR, SAY AND DO.**

A successful *Seniors CAN* Program includes **WHAT THEY SEE, HEAR, SAY AND DO.**

There are three basic learning styles – visual, auditory and physical or kinesthetic. Although we use all three styles to process information, we each have a preferred style. As an instructor, you should try to incorporate all three into your learning design and use them when presenting information.

Visual – In this style, we respond most readily to things we see. We all like to see how things are done. This is the "show-me" style. It involves hands-on explanations and demonstrations with materials.

Keeping participants involved might include: using the Food Guide Pyramid display or by preparing hydrating smoothies.

Auditory – This uses language effectively to paint a verbal picture. Auditory learners focus on words and sounds and are excellent synthesizers of information. Words create a road map to understanding for them.

Keeping participants involved might include: using their stories or personal experiences to illustrate a point.

Physical or Kinesthetic – These people need to be physically involved in the process in order to learn. These people learn by doing.

Keeping participants involved might include: practicing their hand washing skills or by reading food labels.

Putting it All Together

Tell Me   The instructor must be familiar with the subject matter in order to provide a degree of expertise.

Show Me   Demonstrate the content e.g. handouts and demonstrations.

Involve Me   Involve participants in activities that give a real application by applying what they have learned from the lesson and how they will incorporate this information into their lives e.g. homework (what they will try, report back, include rewards) and grocery store tour.

5. Effective Presentation for Older Adult Audiences

Effective presentations require preparation, practice and an understanding of the group involved. Since your students will be over the age of 55, special consideration needs to be taken in the way that you provide the content of the curriculum, show them how it works and can impact their individual lives, and involve them in applying the information in their lives and in others' lives.

It is important to make sure that there are no difficulties in hearing you or others as they speak in the classroom. It is equally important that all participants are close enough to demonstration items and activities that they are able to see them clearly without obstructions. One good way of preparing for an effective presentation is to do a "dry-run" of the session in front of a mirror prior to actually conducting the session.

Most importantly, the older adult students are learning to change their lives. You do NOT need to lecture and rush to get all the lesson information presented. Tailor the information to their individual needs reflected in their questions.

LISTEN TO YOUR STUDENTS. ANSWER THE QUESTIONS THEY ASK, NOT THE ONES YOU THINK THEY SHOULD HAVE ASKED. Try to relate the answers into the program information.

6. Evaluating How You Do (see End of Program Administration page 36)

Evaluation of the course and your performance are measured in several ways:

1. Your written evaluations of the sessions
2. Pre and post-testing – scales and knowledge
    a. The scales demonstrate a type of overall program impact.
    b. The knowledge test is a quick snapshot of how much the students have learned in the course.
3. End of program feedback form

Additionally, you may want to informally evaluate how you are doing at the end of each session or after several sessions. This can be done without individual attribution by answering one or all of the following questions.

What Worked?

What Would You Do Differently to Improve Your Learning Experience?

What One Thing Would You Change to Improve the Seniors CAN Learning Experience?

Teaching the Class

1. Completing the In-Processing Documents

Before you have participants complete the documents at the first session, remind them that Seniors CAN is part of a university study. The program is offered free of charge because of federal, state and /or local funding. These confidential documents help measure impact of the program to funding sources and ensure continued fiscal support. The program is also subject to change based upon their suggestions and input.

Remind them of the strict university regulations ensuring confidentiality. This is outlined in the consent form they will sign. They will also be given a copy to take home.

*Ensure that you have one of each of the following documents from each participant:

1. *Consent Form.* This 3-page document clearly outlines that the participants are part of a university-based educational program that must comply with stringent Human Subjects/ Institutional Review Board guidelines. Each page must be initialed at the bottom by the participant and signed on the last page. They will also be provided with a copy to take home.

2. *Demographics Form.* If participants are hesitant to provide the basic information on the one page, inform them that the course is offered free of charge; however, local, state and federal funding sources require this **confidential** information to justify continuation of the program.

3. *Pre-Test Scales.* These also further program development. Emphasize that they answer quickly with the first thought that comes into their head. These are quick "snapshot" documents about their thoughts "right now." Tell them there are no "wrong" or "right" answers.

4. *Pre-Test for Program related knowledge and behavior*. Emphasize that it's okay if they don't know all the answers. In 16 weeks, after the program is completed, they will know this information and more!

*The instructor signs the last page of each consent form in the "Witness" area.

*The investigator signs the last page of each consent form in the "Investigator" area.

*Consent forms are filed in a folder labeled "Consent Form for (Name of Site)" and placed in a locked cabinet.

*The data control sheet is consulted and a range of numbers (control numbers) are identified corresponding to the number of new participants in the group. For example, the last number used on the data control list is 0267. Your new class has 10 participants. You indicate on the control sheet that you are using numbers 0268-0278 for your group of participants. These numbers are the control numbers for each participant.

*Demographics form, Pre-test Scales and Pre-Test for Program-related Knowledge are each alphabetized and kept in separate piles.

*A control number is placed in the upper right hand corner of **each page** on **every form**. The lowest number is used on forms for the first participant (ex. 0268 for Dave Allen, 0269 for Margie Anderson etc.) corresponding to the first letter of their last name. Each number identifies one participant (ex. 0268 is placed on all of Dave Allen's forms and his forms only). It is necessary to double and triple check the accuracy of the forms and the numbering to ensure that there isn't a mix up.

*Each form or scale is re-examined by the investigator or the witness to ensure accuracy of the information. The entire form is checked to make sure that all questions are answered, it is filled in clearly, items that are hand written are ensured to be legible, and answers that have been crossed out are made clear. (Any missing data, i.e. one missing answer, can negate all data on that participant).

*Demographics forms, Pre-Test Scales, and Pre-Test for Learning are all placed in folders clearly marked for the site where the classes are being conducted and are placed in a locked cabinet on the 3rd floor of the UNCE Las Vegas office at 2345 Red Rock Street.

2. Getting Comfortable With the Class

The room is set up. You have reviewed the curriculum and the participants have arrived. It is time to get started. First impressions are important to the success of the training; this will set a tone and create a learning experience atmosphere. Knowing the curriculum is critical, and creating a friendly, non-judgmental, interactive learning environment increases your chances of positively impacting your student's lives.

Greeting Participants

It is best for the instructor to have everything in place approximately fifteen to twenty minutes prior to the start of the session. This way, you can make yourself available so that when participants arrive, you are able to welcome them and chat with them one-by-one. Some will have information, i.e. newspaper articles or something they've read that week, that they want to show you before class. Perhaps it's something you can incorporate into the lesson. This informal interaction sets a positive tone that says that you are approachable and interested in them as individuals.

When you are ready to start the class, politely make it clear that you are starting and want them to stop chatting and pay attention to the lesson. Remember to position yourself where all can see you (refer to room set-up for best situation). When introducing yourself, keep it short and make it relevant to the curriculum. Name tags will help you to get to know them, and they will get to know each other.

3. General Overview

First class*:* You may want to take a few minutes to introduce yourself, review the facility, and let participants know the class start and ending times. Also, give them a sense of topics to be covered and remind them that the schedule may need to be flexible depending upon the needs of the group. Encourage them to ask questions and provide input they may have on the topic. Also remind them that in each lesson you will be asking them to try something new before the next class, based upon the information they learn in this class.

Each lesson: Begin each class by briefly reviewing last week's lesson and discussing homework. This will also give you the opportunity to address participant's questions. After this process, you can then begin the current lesson.

4. Motivations

Your self-introduction to the group is essential to establishing your credibility immediately. Explain to them "What's in it for you."

First class: What the Seniors CAN program can do for you, i.e. simple tips to make life easier and healthier, a way to navigate the confusing information they are bombarded with.

Each lesson: Begin with a "hook," or a quick example of why this lesson is important to their lives, i.e. "Hydration" – one of 3 people over age 65 will be hospitalized this year for dehydration. This class will give you a few simple strategies to help you prevent that.

5. Attendance

Seniors CAN program participants attend for three main reasons:

1. The information is relevant to their everyday lives

2. They like and respect the instructor

3. They enjoy the camaraderie and shared experience.

The following factors will negatively impact attendance and the number of students who continue in the program:

1. Cancelled class, i.e. if scheduled for Wednesday, make sure the room and facility are available for that day and time for the entire 16 weeks. *Caution* Monday classes are usually avoided because so many holidays fall on Monday.

2. Late starting class time will make students question the instructor's competence and control.

3. Changing the day of the week for one or more classes. Seniors have busy, active lives with many other activities and/or doctor appointments that are scheduled months in advance. If a class is scheduled for Tuesday, a change will impact their schedule and can make them miss class.

See Sample Attendance Sheet page 31

6. Teaching Tools: Applying the Learning - Homework

In addition to class learning, participants should be encouraged to volunteer for "homework" assignments. This gives them the opportunity to practice between the weekly classes what they have incorporated from the lesson into their everyday lives. They may have questions and can report back to the group on their experiences. Also, they enjoy relating whether they gained any new insights into the curriculum material that was presented.

Homework should be assigned before the end of each session. Allow class time for this. If you wait until the end, time constraints may eliminate this crucial part of the learning process. The homework could take the form of a specific problem that participants are to solve given the information from the class. As an example, after the presentation on "Reducing the Risks of Crime," participants could be asked to check their homes for problems regarding home security. Ask them to resolve it using the materials discussed in the lesson. Or as an alternative, participants could be asked to find two things to adjust in the security of their own home and report back during the next session.

Homework assignments should ask each participant to select a specific task to accomplish which involves the application of information presented in the lesson to their daily lives. They are then asked to report back their solution, demonstration of the application, or new learning to the group.

As an instructor, you then can spend the first fifteen minutes of each class discussing their experiences with the prior week's homework. Ask questions to begin the discussion. As an example, homework review questions for the lesson on "Food Safety" might include: Did you follow the food safety guidelines as discussed in class like labeling leftovers or not thawing at room temperature? Did you shop any differently after last week's lesson, based on what you learned? Did you encounter any difficulties? What are some other food safety practices you do at home that we may not have discussed?

7. Class Notes

The following outline format provides a template to summarize each class. This allows you to keep track of how the lessons are going, questions to be researched for the following week, and observations about the class. These should be written immediately after completing the class, as we can quickly forget and in retrospect may have difficulty separating one class from the other (i.e. remembering when a change took place or a student's attitude or demeanor changed). Lesson notes also:
1. Provide a way for UNCE faculty to "observe" the class without being there and offer helpful suggestions.
2. Can contain a wealth of information for supervisors when writing grant applications.
3. Provide a handy way to log what the older adult learners say from week to week they will try, as well as the results they report the following week. Include a list of homework "assignments" to check the next week.

8. Class Notes Template (see page 30)

9. Class Evaluation

At the end of the final session of the program (after certificates of completion have been passed out), ask participants to complete the Seniors CAN Program Feedback Form (End of Program Administration section, page 37). The information from the forms will allow the program to continue to improve, based upon their input. Tell students they are part of the program evolutionary process for other older adults.

10. Seniors CAN Program Feedback Form template (see page 37)

11. Have Questions?

Call **Dr. Claudia Collins** at **(702) 257-5531**, or **Heidi Petermeier at (702) 257-5588** or go to the website at **www.unce.unr.edu/Southern/health/senior.html** and click on the Seniors CAN program. A vast amount of information is available to you on the site and there are links to other health and welfare programs.

Notes on Learning and Lesson Plan Implementation
(Program Delivery in Community Setting)

1. **Group:**

2. **Date / Time of Meeting:**

3. **Facilitators:**

4. **Members Who Attended:**

5. **Lesson Plan:**

6. **Last Week's "Homework":**

7. **Activity:**

8. **Overall Description of Group Meeting**

9. **Lesson Plan Implementation**

10. **Observations Regarding Seniors' Learning**

11. **Ideas Each Person Will Try Over the Next Week**

12. **Questions to be Researched Before Next Meeting**

13. **Helpful Tips Suggested by Group Members**

14. **Other Notes**

15. **Next Meeting Date / Time / Place / Lesson Plan**

Seniors CAN Attendance Record
program location

Name	IN Process /	/	/	/	/	/	/	/	/	/	/	/	/	/	OUT Process
1															
2															
3															
4															
5															
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20															

Materials and Class Supplies - List of lessons and materials

Lesson Title	Lesson/ Chapter	Literature Needed	Additional Materials	Demonstration
Reducing Accidental Falls Modifying Environmental Risk Factors Part 1 of 1	**S-1 /1**	**Lesson Handout**: *Reducing Accidental Falls in Your Home* **Handout:** **Fact Sheet**: *Reducing Accidental Falls in Your Home* **Pamphlet:**	Reach extender & small hand towel Household risk factors (cords, rugs, etc.)	Set up examples of risks using additional materials or Safety tour of building **Giveaway:** Night light
Reducing Accidental Falls Modifying Personal Risk Factors Part 2 of 2	**S-2 /2**	**Lesson Handout**: *Modifying Personal Risk Factors* **Handout:** *Elder Action* **Fact Sheet:** **Pamphlet:** *Drug Interactions*	Pedometer Copy of the NIA Exercise Guide with toll free number to order free copy	Short walk outside for exercise **Giveaway:**
Avoiding Consumer Fraud	**S-3 /3**	**Lesson Handout:** *Avoiding Consumer Fraud* **Handout:** *Consumer Fraud Resources* **Removal Forms (2)** **Fact Sheet:** *Preventing Crime at Home* **Pamphlet:** *Telemarketing Fraud (LVMPD)*	News articles on fraud	Role Play Fill out telephone and mail solicitation list removal forms **Giveaway:**
Reducing Risks of Crime *Make arrangements for speaker at start of a new program.*	**S-4 /4**	**Lesson Handout:** **Handout:** **Fact Sheet:** *Reducing Your Risks of Crime Victimization in the Community* **Pamphlet:** *Brought by LVMPD*	*Homework:* Home Security Checklist	***Guest Speaker*** From the local police Crime Prevention Unit **Giveaway:** Seniors CAN Flashlight Key Chain
Strategies for Making Ends Meet: Cutting Costs	**F-1 /5**	**Lesson Handout:** *Strategies for Making Ends Meet: Cutting Costs* **Handout:** **Fact Sheet:** **Pamphlet:**	Easel & markers Copy of NEON & activity schedule for library, parks, arts centers, etc. Information on closest senior center	Activity Planning: Plan 3 activities that could be done alone or with a friend: 1 costing less than $5 per person, 1 for less than $20, and 1 for free

Strategies for Making Ends Meet: Using Programs and Other Money Saving Options *Update lesson handout before start of new program*	F-2 /6	**Lesson Handout**: *Strategies for Making Ends Meet: Using Programs* **Handout:** **Fact Sheet:** **Pamphlet:**	Pens Blank program applications Brochures from programs discuss (Div. of Aging) See info from F-1/P-1	**Guided Practice:** Complete an application form for one program discussed during the lesson **Giveaway:**
Productivity and Aging *Update lesson handout before start of new program*	P-1 /7	**Lesson Handout:** *Productivity and Aging* **Handout:** **Fact Sheet:** *Active Aging* **Pamphlet:**	Senior Press, Senior Friends, senior center newsletters, UNLV/CCSN catalogs & volunteer lists See info from F-1/F-2	Find items of interest using senior publications and community information **Giveaway:**
Reducing Risks of Short-Term Illness *Check to make sure UV lamp works prior to class and a room is available that can be darkened. Access to a sink is also needed.*	H-1 /8	**Lesson Handout:** *Reducing Risks of Short-Term Illness* **Handout:** Local info on flu shots **Fact Sheet**: *Preventing Short-Term Illness* **Pamphlet:**	*Glo-Germ* kit (lamp &'germs') Extension cord Liquid soap & paper towels	Practice hand washing techniques using kit **Giveaway:** Nailbrush for those who participate in demo
Food Guide Pyramid *Reserve food guide pyramid prior to class.*	N-1 /9	**Lesson Handout:** *The Food Guide Pyramid* **Handout:** *-Food Guide Pyramid For Older Adults* *-Comparison of Dietary Fats and Oils* *-Soul Food Pyramid* **Fact Sheet:** **Pamphlet:** *-Pyramid Power* *-Dietary Guidelines For Americans*	Food guide pyramid display Serving size food items Measuring spoons and cups	Utilize food guide pyramid display, food items, and measuring utensils during lesson discussion **Giveaway:**

Hydration **Purchase food items** *prior to class.*	**N-3 /11**	**Lesson Handout:** **Handout:** *Super Sippers* **Fact Sheet:** *Water-Fountain of Life* **Pamphlet:**	Drink recipe food items Cups, Blender 64 oz. empty container	Taste Demonstration: Class assists in preparation of appealing, hydrating drinks **Giveaway:** Seniors CAN Water bottle
Healthy Low-Cost Eating and Shopping Part 1 of 2 **Purchase food items** *prior to class.*	**N-4 /12**	**Lesson Handout**: *Healthy Low-Cost Eating and Shopping* **Handout:** *Healthy Low-Cost Substitutions* *Reading the Nutrition Facts Panel* **Fact Sheet:** **Pamphlet:** *It's Bean Healthy* **Recipe:** *Bean Pita Pizza*	Laminated food labels Bean Food Item (bean pizza, brownies, or dip) Plates & Napkins Bottle "Beano" *Homework:* Label Reading for Better Eating	Practice reading food labels (one for each participant) Class shares bean food item brought in **Confirm** with participants about next week's class at grocery store **Giveaway:** UNCE Chip Clip
Healthy Low-Cost **Eating and Shopping** Part 2 of 2 *Learn layout of grocery store and confirm with the store about tour prior to class.*	**N-5 /13**	None	Measuring spoons & cups Calculator Pens & paper	**Grocery Store Tour** **Giveaway:** Magnifying Lens
Food Safety Part 1 of 2 *Place thermometer in facility refrigerator before class.*	**FS-1 /14**	**Lesson Handout:** *Food Safety for the Shopper: From Grocery Store to Home* **Handout:** *Keep Food Out of the Danger Zone* **Fact Sheet:** **Booklet:** *Food Safety for Seniors*	Food safety demo items: gel pack, masking tape, pen, ziploc bag, vegetable brush, Clorox wipes, thermometers Cooler	Discuss demo and giveaway items during lesson Check refrigerator temperature **Giveaway:** Insulated Lunch bag Refrigerator Thermometer

Food Safety Part 2 of 2	**FS-2 /15**	**Lesson Handout:** *Food Safety at Home: From Preparing Foods to Storing Leftovers* **Handout:** *Food Safety Resources* **Fact Sheet**: **Pamphlet:** *Fight BAC*!	Food safety demo items *Homework:* USDA Food Safety Quiz *Optional:* Nasco's Food Safety Bingo or *Glo-Germ* kit	Discuss demo and giveaway items *Optional:* Play food safety bingo or Use kit to demonstrate cross-contamination **Giveaway:** Meat Thermometer Cutting Board
Food as Preventative Medicine *Purchase and prepare food items prior to class.*	**N-2 /10**	**Lesson Handout**: *You Are What You Eat* **Handout:** *-Introduction to Soy* *-Calcium Rich Foods* **Fact Sheet:** *Food as a Preventative Medicine* **Pamphlet:** **Recipe:** *-Silken Pineapple Cheesecake* *-Tofu-Vegetable Stir Fry*	Fat tubes & arteries Cheesecake (prepared) Napkins, plates, & forks	Taste Demonstration: Class shares cheesecake made with tofu **Giveaway:**

End of Program Administration

1. **Pot Luck**
2. **Feedback Forms**
3. **Informal Discussion**
4. **Seniors CAN Certificates**

1. Pot Luck

For the last class we have found that a potluck, where students share their favorite recipes and incorporate information learned in the class, is a wonderful and fun experience. It emphasizes the camaraderie of the class, that learning can be social and fun.

2. Feedback Forms (see page 37)

Process evaluation is part of community-based educational programming. In order to constantly evaluate what works, and what can be improved in the Seniors CAN program, the feedback form has provided much useful information.

3. Informal Discussion of the Feedback Form While Socializing

Some students may be hesitant to put their opinions in writing. A group discussion of the Seniors CAN program will elicit better information with anecdotal examples of personal experiences and changes. This provides qualitative data for program impact and information for process evaluation leading to changes that will improve the Seniors CAN program.

4. Seniors CAN Certificates (see page 38)

Seniors CAN certificates recognize each participant for contributing and successfully completing the class. Program participants are usually thrilled to receive their certificates, ending the program with an official sense of accomplishment.

Seniors CAN Program

Feedback Form

Name: _____

Date: _____

Location: _____

   1. **What did you like most about this program?**

   2. **What new and interesting things have you done as a result of the program?**

   3. **What did you like least about this program?**

   4. **What did we <u>not</u> have in this program that you would like to see added?**

   4. **Where do you see yourself five years from now?**

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Seniors CAN

CERTIFICATE OF RECOGNITION

Presented to

JOHN SMITH

for successfully completing

16 WEEKS OF HEALTH AND NUTRITION FOR SENIORS

Claudia C. Collins, Ph.D.
Associate Professor

July 25, 2003
Date

Heidi A. Petermeier
Community Based Educator